

Fall 2002

Revised Annotations April 2007

1.8

Report

Benchmarks

1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

PreK-4:

- A. Analyze a situation based on information gathered, and suggest a course of action based on the information, and
- B. Discuss a situation or problem, then predict its possible outcomes based on information gathered.
- C. Engage the reader and develop a controlling idea;
- D. Use appropriate organizing structures; and
- E. Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote.

5-8: Evidence PreK-4 applies, plus -

- F. Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed;
- G. Establish an authoritative stance on a subject, and appropriately identify and address the reader's needs to know;
- H. Include appropriate facts and details, excluding extraneous and inappropriate information; and
- I. Develop a controlling idea that conveys a perspective on the subject.

9-12: Evidence PreK – 8 applies, plus -

- J. Use a variety of strategies to develop the report, and
- K. Organize text in a framework appropriate to purpose, audience, and context.

Grade 3 Benchmarks

A Penguin's Life	Exceeds the Standard (4)
How the Coyote Survives in Vermont	Exceeds the Standard (4)
Mrs. Parks	Meets the Standard (3)
Dr. Carver	Meets the Standard (3)
Squids	Meets the Standard (3)
Lobsters	Below the Standard (2)
Tule Elk	Below the Standard (1)

Standard 1.8 Writing to Inform *Revised Rubric***K - 4**

1.8 In written reports, students organize and convey information and ideas accurately and effectively.

Dimensions of Writing Standard 1.5 Criteria	<u>Score Point 4</u> Shows evidence of exceeding the standard	<u>Score Point 3</u> Shows evidence of meeting the standard	<u>K – 3 Below the Standard</u>	
			<u>Score Point 2</u> (Grade 4) Shows evidence of being below the standard	<u>Score Point 1</u> (Grade 4) Basic and limited writing
Purpose <ul style="list-style-type: none"> Context Focus/Controlling Idea Evidence of gathered information Audience 	Includes relevant background information (context) Focus is clear Report stays on focus	Includes relevant background information (context) Focus is clear Report stays on focus	Little context Has topic and attempts a focus.	No context Topic and/ or focus may be unclear and/or shift
Organization <ul style="list-style-type: none"> Overall coherence Appropriate organizational patterns 	Has clear, consistent coherence and organization Has compelling introduction and/or conclusion that supports focus Uses transitions	Has clear, consistent coherence and organization Has introduction, body, and conclusion that support focus Uses some transitions	May have some organizational structure	May have little or no organization
Details/Elaboration <ul style="list-style-type: none"> Naming Describing Explaining Comparing 	Has a depth of information Details are relevant to topic, purpose, and audience Uses a variety of elaboration strategies	Has some supporting information. Details support the focus Ideas are elaborated appropriate to grade level	May have random and/or irrelevant details. Ideas are not elaborated or details are insufficient to support focus	
Voice and Tone <ul style="list-style-type: none"> Vocabulary Sentence structure Sentence variety 	Voice of a knowledgeable person Uses effective vocabulary, sentence structure and/or variety	Voice is of a person who desires to convey gathered information Uses appropriate vocabulary, sentence structure and/or variety	Uses confusing language (sentence structure and vocabulary). Uses pale vocabulary and basic sentence structure	

❖ The benchmarks define the performance level of the descriptors for each grade.

A Penguin's Life

It is cold here in Antarctica. I'm in an egg and there's not very much room in here. This egg is the size of a grapefruit.

My egg is under my dad's blubber. It's warm in here. Once my egg starts to crack it takes two days to crack all the way open.

When I'm out I have thick gray fur to keep me warm. My dad is here with me, but my mom is out getting food for me. When my mom comes back she has a lot of food stored in a place in her throat called a crop. She regurgitates the food in my mouth. After I have had a good meal of squid, krill and fish, I can start to waddle around.

In six months I can go on my own, but when I go swimming I have to watch out for leopard seals, killer whales, and squas. They are my enemies.

Now that I'm all grown up I can start to mate. I have had an egg. Now the baby can go through the hassle of being in that small grapefruit size egg.

1.8 Report
Grade 3
Effectiveness Score = 4

Topic is life cycle
A Penguin's Life

It is cold here in Antarctica. I'm in an egg and there's not very much room in here. This egg is the size of a grapefruit.

*Clear context;
engaging opening*

Comparison repeated in conclusion

My egg is under my dad's blubber. It's warm in here. Once my egg starts to crack it takes two days to crack all the way open.

When I'm out I have thick gray fur to keep me warm. My dad is here with me, but my mom is out getting food for me. When my mom comes back

Content-specific vocabulary

*Voice used to
convey a
depth of
information
is consistent*

she has a lot of food stored in a place in her throat called a crop. She regurgitates the food in my mouth. After I have had a good meal of squid, krill and fish, I can start to waddle around.

In six months I can go on my own, but when I go swimming I have to watch out for leopard seals, killer whales, and squas. They are my enemies.

Now that I'm all grown up I can start to mate. I have had an egg. Now the baby can go through the hassle of being in that small grapefruit size egg.

*Writer reflects on
information;
repeats comparison
from introduction*

Exceeds the Standard

This creative third grade report is focused on the life cycle of a penguin. The first person point of view is an integral part of the focus. A compelling opening engages the reader, and context is clear. The voice is of a knowledgeable person using topic-specific vocabulary. The writing is organized in a chronological and cyclical manner, with the reference to the size of the egg repeated in the conclusion. It has clear, consistent organization and a depth of information. All details are relevant to the topic, purpose, and audience, giving it a strong, unified sense of purpose. The writer uses effective sentence structure.

How the Coyote Survives in Vermont

The coyote is a dog-like animal that can grow to 3' long and weigh up to 40 pounds. They also have strong canine teeth near the front of the mouth. Coyotes' teeth are also used for holding their prey. When February comes, coyotes find a mate to have babies with. The male coyote goes to get the food while the female coyote watches the babies. Other times, the female coyote goes and gets the food and the male coyote watches the babies. I think the habitat for the coyote is good in Vermont because their food is plentiful.

The Vermont habitat is good for the coyote because of the forests, mountains, and ponds. Also, the coyote can adapt to mostly all seasons. The coyote finds a cave and turns it into its den to stay out of the rain and to escape from other animals.

In addition, the food is plentiful for the coyote because they can eat deer, jackrabbits, white rabbits, mice, and on occasion, rats. Vermont has lots of these animals for the coyote to eat.

In conclusion, the coyote lives in Vermont because of the natural habitat and the good supply of food. If there were no forests in Vermont, there would not be any coyotes, and coyotes are magnificent animals.

1.8 Report
Grade 3
Effectiveness Score = 4

Topic *Focus*
 How the Coyote Survives in Vermont

The coyote is a dog-like animal that can grow to 3' long and weigh up to 40 pounds. They also have strong canine teeth near the front of the mouth. Coyotes' teeth are also used for holding their prey. When February comes, coyotes find a mate to have babies with. The male coyote goes to get the food while the female coyote watches the babies. **Other times**, the female coyote goes and gets the food and the male coyote watches the babies. I think the habitat for the coyote is good in Vermont because their food is plentiful.

*Specific context
is related to and
leads up to focus*

*Clear focus reflects
thinking about
information*

The Vermont habitat is good for the coyote because of the forests, mountains, and ponds. **Also**, the coyote can adapt to mostly all seasons. The coyote finds a cave and turns it into its den to stay out of the rain and to escape from other animals.

Uses effective transitions (in bold font)

*Elaboration of
habitat and food;
Details are relevant
to topic, purpose
and audience*

In addition, the food is plentiful for the coyote because they can eat deer, jackrabbits, white rabbits, mice, and on occasion, rats. Vermont has lots of these animals for the coyote to eat.

In conclusion, the coyote lives in Vermont because of the natural habitat and the good supply of food. If there were no forests in Vermont, there would not be any coyotes, and coyotes are magnificent animals.

Writer reflects on information

Exceeds the Standard

Instead of writing all-you-want-to-know about coyotes, this third grade writer has focused the report on the food in the habitat of Vermont that helps the coyote survive. Even the context in the first paragraph is strongly connected to the idea of survival and food. Paragraphs are connected with effective transitions. In the conclusion the writer demonstrates synthesis of the information. The voice is of a knowledgeable person.

***1.8 Report
Grade 3*****Mrs. Parks**

Our class is learning about famous African Americans. My report is about Rosa Parks. Rosa Parks gave black people rights everywhere in our country. She also was a famous African American who started the bus boycott that desegregated blacks from whites. Rosa Parks is the bravest person I know.

One brave thing Rosa Parks did was act calm when she was being arrested for not moving, this is important because she gave courage to people who were afraid. She led a march to end desegregation, that was important because black people learned to stand up for themselves. She refused to sit in the back of the bus, this was good because people learned not to be pushed around. She fought for the right for blacks and women to vote.

One time I was brave when I got my retainer. When I am brave I think of Rosa Parks. If it wasn't for Rosa Parks, the world may still be segregated. She was certainly a brave woman.

1.8 Report
Grade 3
Effectiveness Score = 3

← **Topic**

Mrs. Parks

Our class is learning about famous African Americans. My report is about Rosa Parks. Rosa Parks gave black people rights everywhere in our country. She also was a famous African American who started the bus boycott that desegregated blacks from whites. Rosa Parks is the bravest person I know.

Context could have contained more specifics, but it sets up the focus

One brave thing Rosa Parks did was act calm when she was being arrested for not moving, this is important because she gave courage to people who were afraid. She led a march to end desegregation, that was important because black people learned to stand up for themselves. She refused to sit in the back of the bus, this was good because people learned not to be pushed around. She fought for the right for blacks and women to vote.

Writer supports the idea of courage with specific examples, each followed by reflection

Attempted personal connection is a digression

One time I was brave when I got my retainer. When I am brave I think of Rosa Parks. If it wasn't for Rosa Parks, the world may still be segregated. She was certainly a brave woman.

Conclusion does have reflection on significance of information

Meets the Standard

This report meets the standard for third grade: it has relevant background information and a clear focus. The strength of the writing is the development of the idea of bravery in the second paragraph. Despite a digression, the writing is enhanced by the reflection contained in the conclusion. Voice is of a person who desires to convey information. The writer uses appropriate vocabulary.

1.8 Report
Grade 3**Doctor Carver**

Our class is learning about famous African Americans, and I'm learning more about George Washington Carver from the book The Story of George Washington Carver, by Eva More. He helped many black farmers by making their soil better and finding many uses for plants.

He made the soil better by putting rags, trash and manure in the soil. He learned that when things rot they make good soil. He found many uses for the sweet potatoes like flour, starch, sugar, molasses, vinegar, dye and glue. He spent months in his laboratory finding these uses. After he invented more uses and there were 100 uses in all. He made 500 uses for the peanut: some were soup, mock chicken, cookies, ice cream and coffee. Because of his work black people weren't so poor.

George Washington Carver helped the world by finding many uses for plants that use less nitrogen. He showed black people that if you keep on trying you can do anything. I help the earth by picking up trash and recycling it just like George Washington Carver.

1.8 Report
Grade 3
Effectiveness Score = 3

Doctor Carver ← **Topic**

Additional context would enhance the introduction

Our class is learning about famous African Americans, and I'm learning more about George Washington Carver from the book The Story of George Washington Carver, by Eva More. He helped many black farmers by making their soil better and finding many uses for plants.

← **Clear, two-pronged focus**

He made the soil better by putting rags, trash and manure in the soil. He learned that when things rot they make good soil. He found many uses for the sweat potatoes like flour, starch, sugar, molasses, vinegar, dye and glue. He spent months in his laboratory finding these uses. After he invented more uses and there where 100 uses in all. He made 500 uses for the peanut: some were soup, mock chicken, cookies, ice cream and coffee. Because of his work black people weren't so poor. ←

Reflection shows understanding

Elaboration and listed details support focus

George Washington Carver helped the world by finding many uses for plants that use less nitrogen. He showed black people that if you keep on trying you can do anything. I help the earth by picking up trash and recycling it just like George Washington Carver.

← **Personal connection becomes the "aha" statement.**

Meets the Standard

This report fulfills all the requirements for meeting the standard for third grade. It has a clear focus, and an introduction, body, and conclusion that support the focus. In addition, the writer demonstrates understanding of the information. Voice is of a person who desires to convey knowledge.

***1.8 Report
Grade 3***

Squids

There are many kinds of Squids. The giant deep-sea Squid can be longer than a city bus and they are cousins of the octopus. Squid have a long body and ten arms. They live in the Caribbean. The Squid protects it self by hiding.

A Squid can squirt out a blob of inky stuff. The inky blob may confuse hungry creatures. Its eggs come in handy because it surrounds itself with eggs and protects itself that way. Isn't this amazing that it can be camouflaged in one second? They hide by moving with jet propulsion. If a shark tries to attack a Squid it will shoot out ink so it confuses the shark and zips away. Remember about the eggs? This is something like it. They swim together to protect themselves. They Squirt out dark liquid to hide themselves from enemies. They change their color and patterns to blend in with their surroundings.

Therefore you can see that the squid have many ways of hiding.

1.8 Report
Grade 3
Effectiveness Score = 3

Topic

Squids

There are many kinds of Squids. The giant deep-sea Squid can be longer than a city bus and they are cousins of the octopus. Squid have a long body and ten arms. They live in the Caribbean. The Squid protects it self by hiding.

Background information helps set context; clear focus

A Squid can squirt out a blob of inky stuff. The inky blob may confuse hungry creatures. Its eggs come in handy because it surrounds itself with eggs and protects itself that way. Isn't this amazing that it can be camouflaged in one second? They hide by moving with jet propulsion. If a shark tries to attack a Squid it will shoot out ink so it confuses the shark and zips away. Remember about the eggs? This is something like it. They swim together to protect themselves. They Squirt out dark liquid to hide themselves from enemies. They change their color and patterns to blend in with their surroundings.

Writer uses precise vocabulary to elaborate on the different methods of hiding

Therefore you can see that the squid have many ways of hiding.

Writer restates focus but has no "aha" statement

Meets the Standard

Rather than writing an all-you-want-to-know report, this writer focuses on the different ways squid hide to protect themselves. The introduction contains appropriate context. The writer elaborates effectively on several ideas, using a strong vocabulary and a grade-appropriate variety of sentence structures. The voice is of a person who desires to convey information.

***1.8 Report
Grade 3***

Lobsters

Lobsters are lovely. There are 30 types of lobsters. There are 45 species of the Palinade family. Lobsters share coral reefs. Lobsters like warm water. Lobsters have a fan tail.

Lobsters are lovely. Lobsters have big backs. People think lobsters are nice. Lobsters like Cape Cod.

Lobsters are lovely. They hide in mud sand and plants predator's.

Lobsters are very lovely. Lobsters can eat fish in a matter of minutes. When lobsters come out they like a grown up. Lobsters like to live under rocks.

Usually lobsters swim by their self. They get food for their young. A female lobster is called a hen. Female lobsters carry their eggs until they hatch. A female lobster has a bigger tail than the male.

I use to think that lobsters pinch if you pick them up, but they only pinch you if you bother them.

1.8 Report
Grade 3
Effectiveness = Below the
Standard (2)

Topic
Lobsters

Statement has no meaning as a focus

Lobsters are lovely. There are 30 types of lobsters. There are 45 species of the Palinade family. Lobsters share coral reefs. Lobsters like warm water. Lobsters have a fan tail.

Lobsters are lovely. Lobsters have big backs. People think lobsters are nice. Lobsters like Cape Cod. *Irrelevant and not based on fact*

Lobsters are lovely. They hide in mud sand and plants predator's.

Lobsters are very lovely. Lobsters can eat fish in a matter of minutes. When lobsters come out they like a grown up. Lobsters like to live under rocks.

Usually lobsters swim by their self. They get food for their young. A female lobster is called a hen. Female lobsters carry their eggs until they hatch. A female lobster has a bigger tail than the male.

I use to think that lobsters pinch if you pick them up, but they only pinch you if you bother them.

*Random
information
listed in no
particular order;
basic subject-
verb, simple
sentence
structure*

Below the Standard (2)

The attempted focus in this piece ("Lobsters are lovely") is meaningless as a controlling idea. Restating an irrelevant adjective does not work as a focus. There is a quantity of information in no particular order, with some irrelevant opinions. The sentence structure is simple and basic with little variation. This all-you-want-to-know report is below the standard for third grade.

***1.8 Report
Grade 3***

Tule Elk

The Tule Elk is unique because of the antlers. I love the Tule Elk because of the fur.

The Tule Elk used to be endangered but is now protected by the California State Reserve. They were reduced in number by hunting and loss of habitat.

Tule Tule Elk can run 35 mph away from wolves, coyotes and cougars. If they are weak or injured the predators kill them.

The Tule Elk used to be on the endangered list. I was glad to find out that they are off the list and are protected. They are a beautiful animal.

1.8 Report
Grade 3
Effectiveness = Below the
Standard (1)

← **Topic**

Tule Elk

The Tule Elk is unique because of the antlers. I love the Tule Elk because of the fur.

← **Attempted focus**

The Tule Elk used to be endangered but is now protected by the California State Reserve. They were reduced in number by hunting and loss of habitat.

**Focus shifts;
 random
 information does
 not support
 attempted focus**

The Tule Elk can run 35 mph away from wolves, coyotes and cougars. If they are weak or injured the predators kill them.

← **Repetition of previous idea**

The Tule Elk used to be on the endangered list. I was glad to find out that they are off the list and are protected. They are a beautiful animal.

Below the Standard (1)

This below-the-standard report for third grade attempts a focus (“unique antlers”) but then shifts (“used to be endangered”). There is minimal support for either idea. The information is sparse and random and not connected to a controlling idea. The writer relies more on opinion than on fact. Sentence structure is simple, and the use of repetition at beginning of sentences (The Tule Elk...) is ineffective. Ideas are insufficiently elaborated to support focus.